



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

year especially the pupils should be perpetually reviewed and reviewed and that the attempt should be made to fix in their minds the material they had already studied. He believed that in this year the prose work should be copious and comprehensive.

Mr. H. H. Bice, of the De Witt Clinton High School, gave an account of his observations in English, French and Italian schools, showing that in most of the English schools greater time was devoted to Latin than in this country but that in some of the Board Schools four years with approximately the same amount of time per week was given. In these schools there was no absolutely fixed curriculum. The masters were allowed a great deal of freedom, reading comparatively small parts of a number of books until the last year when they read complete books of certain authors. It was a part of their regular régime that they should have exercise in Latin composition either oral or written, every day, and the amount of time devoted to it varied from one-third to one-half of the period. Mr. Bice read some exercises set to second and third year pupils, showing that they required a much greater mastery of the subject than is displayed in our schools at the same time. He stated that he saw these exercises done and that they were done well. This was due undoubtedly to the greater amount of time devoted to the subject. His experience was similar in France and at Rome. In most cases no particular prose composition was used; the English regulation was that the exercise work should be similar in content and vocabulary to the book read. This approximated, Mr. Bice thought, more nearly to our system of based exercises. Some time is still given in some of the English schools to Latin verse making and Mr. Bice was present at an hour in which the only work done was the turning of the following passage into Latin verses. Amidst general interest and eagerness on the part of the student, the following version was produced:

You smiled, you spoke and I believed
By every word and smile deceived.
Another man would hope no more;
Nor hope what I hoped before.
But let not this last wish be vain;
Deceive, deceive me once again.

*Verba dabas ridens; male credulus auribus hausi.
Risibus et verbis fallere nolle tuum est.
Spem totiens falsus deponeret alter inanem,
Spes nec habet pectus quae fuit ante meum.
Hoc precor hoc unum: noli sprevisse petentem.*

Professor McCrea closed the symposium with some remarks on the equipment in Latin prose composition for those beginning a collegiate course, in

which he admitted that prose composition could not be regarded as an end in itself in the High School; but while not presuming to speak for colleges in general, he voiced as his opinion that he should be satisfied if pupils came up to examinations with an adequate knowledge of forms and syntax and a limited range of vocabulary such as perhaps the list of 2,000 words specified in Professor Lodge's Vocabulary of High School Latin. Professor McCrea gave some amusing instances of wrong forms in recent entrance examinations at Columbia.

After his remarks the meeting was thrown open for general discussion, in the course of which it seemed to be generally agreed that the great difficulty in the teaching under the present system was the requirement to get over so much ground in a given time, and that if the schools were at liberty to cover a smaller amount of ground and to employ Latin writing much more vigorously than at present, the results would unquestionably be better, so far as the ability of the pupil to read Latin was concerned. It was pointed out, however, that under the present system an immense amount of energy was dissipated by reason of the fact that, as a rule, the same teacher did not have the same class longer than a year—indeed often had it less than a year—and that greater results might be secured if the teachers were given the same students year after year and held rigidly to responsibility for them.

MEETING OF THE ARCHAEOLOGICAL INSTITUTE AND THE PHILOLOGICAL ASSOCIATION

No reception could have been more cordial than that given by Canadians in general and by the University of Toronto in particular to the American Philological Association and the Archaeological Institute of America assembled in joint session at Toronto on the last days of December, 1908. The social features of the meeting, which included a luncheon given by the University and receptions tendered by the Classical staff and by Mr. and Mrs. E. B. Osler, were most delightful, and the weather was all that could be desired. At the business meeting of the Philological Association Professor B. L. Gildersleeve, of Baltimore, was elected President, and a motion was passed accepting the invitation for another joint meeting with the Archaeological Institute next December. At that time, however, the question of returning to the old system of summer meetings will be discussed and settled—at least for a time. The most interesting action of the Council of the Institute was the reception of the recently formed Canadian societies into affiliation with the Institute. These societies, domiciled in Montreal, Ottawa, Kingston, Toronto and Winnipeg, have now organized themselves as a Department of Canada and have thus made the Institute in a fuller sense

the Archaeological Institute of America. His Excellency Earl Grey, Governor-General of Canada, is Patron of the new Department, Principal Peterson, of Montreal, is Chairman and ex-officio a Vice-President of the Institute, and Professor G. W. Johnston, of Toronto, is Secretary and ex-officio an Associate Secretary of the Institute. The only other change in the list of officers was caused by the resignation of Professor W. N. Bates, of Philadelphia, who retired from the post of Recorder to become an associate editor of the *American Journal of Archaeology*. The place was filled by the election of Professor H. L. Wilson, of Baltimore.

The programme of the meetings, which was printed in *THE CLASSICAL WEEKLY*, 2. 70-71, offered the usual variety of subjects, archaeological, literary and philological, but contained papers of more than usual distinction. In fact, many of those present were heard to remark that never in the recent history of the two organizations had a programme of so uniformly so good, it would be unjust to select particular papers for special comment, but the annual address of the President of the Philological Association, Professor Charles E. Bennett, of Cornell University, should at least be mentioned. The subject was *An Ancient Schoolmaster's Message to Present-day Teachers*, and the speaker pointed out some pedagogical principles of Quintilian, which are as applicable now as they were in the first century. One evening was devoted to a memorial meeting in honor of the late Professor Charles Eliot Norton, the founder of the Archaeological Institute of America. In this connection two addresses, in every way worthy of the occasion, were given by Dr. Edward W. Emerson, of Concord, Mass., and Professor W. F. Harris, of Harvard University, both of whom were personal friends of Mr. Norton. An analysis of the whole programme, from the point of view of the institutions represented, shows seven papers from Johns Hopkins, six from Harvard, five from Pennsylvania, four each from Chicago, Michigan and Princeton, three each from Northwestern and Yale, two each from Queen's, Syracuse, Toronto, Virginia, and the American School of Classical Studies in Rome, and one each from nineteen other institutions.

The next annual meeting of the two societies will be held at the Johns Hopkins University on the last days of next December¹. H. L. W.

Fellowships in the American School of Classical Studies in Rome are soon to be awarded, on the basis of examinations or otherwise, as the Committee having the matter in charge may decide, as follows: one in Roman Classical Archaeology, with

a stipend of \$600; one in Christian Archaeology, with a stipend of \$600; two for research, one in Roman Classical Archaeology, the other in Roman Literature or Roman Classical Archaeology, with a stipend each of \$800.

Applications should be made not later than February 11, 1909, to Professor James C. Egbert, Columbia University. The examinations will be held in Athens, Rome, and in all of the universities and colleges represented on the Managing Committee of the School in Rome, on Monday, Tuesday and Wednesday, March 8-10 next.

EURIPIDES PHOENISSAE 1485-1507

With the veil hiding my fair young face
That soft curls cluster around,
With no girlish shame for the deep red flush
On the cheeks that the tears rain down,
Distraught with my grief I come with my dead,
The rich scarf thrown off that covered my head,
The saffron-hued robe of finest spun web
Flung loose to the breeze as I bring home my dead
With a passion of wailing, woe, woe and ah me,
For sorrow on sorrow this day do I see.
Polynices, to Thebes thine ill-boding name
Too plain its sad meaning has made.
Through thy strife—nay, not strife—oh, horrible
truth!

Through murder with murder repaid,
The house of our sire in ruin lies low
By a terrible doom, by a terrible woe,
With blood shed for blood in requital.
What singer, what song of lament, wild and long,
With tears upon tears streaming down,
Shall I call in my grief, my house, oh my house,
The dirge for my loved ones to sound?
Threefold is my woe, for my dead they are three,
Mother, brothers I bring, a sad sight to see,
But grim joy to the fury, for she has brought low
The house of famed Oedipus doomed on that day
When wise, yet not wise, the dark riddle he solved
And slew the Sphinx singer by reading the song.

VASSAR COLLEGE

ABBY LEACH

In three volumes containing more than one thousand pages K. W. Hiersemann, Leipzig, has just issued *Das Glas in Altertum*, by Dr. Anton Kisa, with an appendix by Dr. Oskar Almgren, on discoveries of ancient glass in Scandinavia. The work contains 395 illustrations and 19 tables.—From *The Nation*, November 26, 1908.

The two important texts of the forthcoming Part VI of the *Oxyrhynchus Papyri*, edited by Drs. Grenfell and Hunt, are 300 lines of Euripides's *Hypsipyle*, and considerable fragments of a new commentary upon Thucydides.—From *The Nation*, November 26, 1908.

¹ Another very interesting report of this meeting may be found in *The Nation* for January 7, pages 11-12.—C. K.